

English Language Proficiency Standards

STANDARD 5: ESOL students with gaps in their previous education will develop the pre-literacy skills and social behaviors required for successful participation in ESOL and content classes.

Topic: Literacy

Indicator 1: Recognize and apply concepts of print and structural features of text.	
GRADE BAND	
3-12	<ul style="list-style-type: none"> a) Demonstrate awareness that print is read from left to right, top to bottom, front to back and return sweep. b) Identify the front and back covers of a book, title page, author, illustrations, page numbers, labels beginning and end of text. c) Recognize that written words are separated by spaces and that sentences are made up of separate words (e.g., track a complete sentence using fingers). d) Recognize that print conveys meaning (e.g., Match printed words with objects or pictures and labeling).

Indicator 2: Demonstrate phonemic awareness in English.	
GRADE BAND	
3-12	<ul style="list-style-type: none"> a) Recognize letter/sound correspondence b) Identify and/or produce the sounds of the letters of the alphabet c) Combine sounds to read simple one-syllable or multi-syllable words (e.g., c-a-t—cat) d) Demonstrate ability to auditorily segment words and syllables (e.g., clapping). e) Substitute beginning sounds to make new words—<u>c</u>at/<u>b</u>at f) Identify and produce rhyming words g) Identify the beginning/medial/ending sounds in words

Indicator 3: Recognize the basic alphabetic principles in English.	
GRADE BAND	
3-12	<ul style="list-style-type: none"> a) Recognize and name the letters of the alphabet b) Identify uppercase and lowercase letters of alphabet c) Put letters and simple words in alphabetical order d) Recognize common high frequency, sight words e) Decode simple (phonetically predictable) one-syllable and two-syllable words (e.g., <u>b</u>at-<u>m</u>an-<u>s</u>tar-<u>f</u>ee<u>t</u>).

Indicator 4: Recognize and interpret pictorial representations of information.	
GRADE BAND	
3-12	<ul style="list-style-type: none"> a) Recognize and interpret common environmental symbols and signs (e.g., exit, stop, bathroom, ☹-don't..., arrows). b) Identify and name physical features, places and symbols on a map (e.g., locating familiar places on a local map---school map or bus route). c) Identify spatial relationships and directionality on a map (e.g., using north/south/east/west). d) Recognize and interpret different types of simple tables, charts and graphs (e.g., using the calendar and pictographs).

Indicator 5: Develop visual-motor skills necessary for handwriting.	
GRADE BAND	

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3-12	<ul style="list-style-type: none"> a) Recognize and copy patterns and letters (e.g. tracing letters and words, copying) b) Complete multi-sensory activities to develop handwriting skills (e.g., forming letters and numbers on sand, shaving cream, clay, and highlighting). c) Recognize and write numbers and letters (e.g., handwriting--print and cursive) d) Identify and create geometric shapes (e.g., drawing and cutting out shapes)
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Indicator 6: Develop cognitive, academic skills and strategies.

GRADE BAND	
3-12	<ul style="list-style-type: none"> a) Learn and apply strategies to develop memory and information retention (e.g., mnemonic devices, using auditory memory) b) Develop active listening skills (e.g., following directions, retelling a story, and completing a procedure) c) Demonstrate the ability to use technology to extend learning (e.g., using the keyboard and mouse, listening to/viewing text on the computer). d) Identify important ideas and messages from pictures, read-aloud or oral presentations (e.g., identifying main idea, cause and effect and inferences) e) Demonstrate the ability to sequence information (e.g., Recognize sequential and chronological order). f) Recognize and describe similarities and differences (e.g., using simple graphic organizers to compare and contrast, categorize and classify information). g) Demonstrate an understanding of basic math operations and the symbols and vocabulary associated with them (e.g., understanding the concept of putting things together or taking something away).

Indicator 7: Apply vocabulary to communicate social and academic information.

GRADE BAND	
3-12	<ul style="list-style-type: none"> a) Demonstrate understanding of survival vocabulary (e.g., social greetings, meeting basic needs). b) Name common objects in familiar settings. c) Demonstrate use of words to describe attributes (e.g., size, color, and shapes). d) Use resources to determine meanings of words (e.g., picture dictionaries, environmental labels in the classroom and the community). e) Make connections to prior knowledge to understand and retain new vocabulary (e.g., using semantic webs and graphic organizers). f) Acquire and use new vocabulary through exposure to a variety of new experiences (e.g., completing hands-on activities, using the Language Experience approach to teach writing—shared writing). g) Recognize and generate simple antonyms, synonyms, and words with multiple meanings.

Indicator 8: Demonstrate appropriate social and academic behaviors conducive to learning.

GRADE BAND	
3-12	<ul style="list-style-type: none"> a) Use school supplies appropriately (e.g., holding a pencil, using a ruler, using scissors). b) Follow directions, classroom routines and school rules (e.g., sitting still in a chair and focusing attention on a speaker). c) Demonstrate appropriate school behaviors (e.g., standing in line, respecting school property, taking turns, exhibiting self-control, and attendance) d) Acquire and apply organizational skills (e.g., Coming to class prepared, keeping personal space organized—desks, notebooks). e) Demonstrate effective group behavior and skills (e.g., cooperating with classmates, respecting others' space and property, taking turns, actively listening to peers).